

Unit Plan

During the internship, you should design and teach at least one instructional unit. The length of the unit or units will vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. The unit should be your own original work, but it can include activities from a textbook and other resources. Units may be integrated, thematic, or topical depending upon the teaching situation. Be sure that your mentor teacher and your university supervisor have at least a week to review your unit prior to implementation so there is time to make any necessary revisions.

The following elements should be included in this assignment. Be sure to include the proper sub-heading for each of the elements.

1. Instructional Context:

List the subject and grade level for which the unit was designed. Include a class profile for each class that will be taught this particular unit.

2. Technology, Materials, Media:

This is a list of all materials needed for the unit including reading material, media and technology resources, school and community resources, art or other supplies. It should contain all the materials students will use in working on the unit. Also include here a list of professional resources the teacher would use in creating and implementing the unit. This is a list of materials valuable to the teacher, including Internet resources, print material in books or journals, and community/school resources.

3. Introduction and Rationale:

- Write a brief informative paragraph giving the reader a basic understanding of the unit and its connection to past and future content in the class.
- Indicate how much time is set aside for this study (i.e. ten 1-hour sessions).
- Supply a rationale for the unit describing (a) how it prepares them for real-world performance tasks, (b) how the content enhances learning in other disciplines, and (c) how the unit supports the national standards of the discipline. The rationale can prove useful when an administrator or parent questions the value of a particular unit of study. It also answers the question so often posed by students: Why do we need to know this?

4. Unit Goals:

List the desired learner goals for the unit. Unit goals will be broader than objectives you write for individual lesson plans. The unit goals must align to Common Core standards and state frameworks (as appropriate for the content area).

5. Pre-Assessment/Post-Assessment and Mid-Unit Formative Assessments:

List how you plan to measure **each** of the Unit Goals. You will need to assess each student on each Unit Goal through (a) a pre-unit assessment; (b) a post-unit assessment; and (c) a formative assessment(s) collected at a mid-point of the unit's implementation.

The pre-assessment should indicate what level of understanding the students have about the Unit Goals prior to instruction. Include the full pre-assessment here exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.).

Explain how the pre-assessment will be implemented and why you chose to use this particular assessment to measure the unit goals.

The post-assessment should indicate what level of understanding the students have about the Unit Goals after completion of the unit. Include the full post-assessment here exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the post-assessment will be implemented and why you chose to use this particular assessment.

The mid-unit formative assessment(s) will provide a mid-unit measure of students' progress toward each of the Unit Goals. Include the full mid-unit formative assessment(s) here exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the assessment(s) will be implemented and why you chose to use this particular assessment.

[NOTE: It is essential that this portion of the assignment be done correctly in order for you to effectively complete your Impact on Student Learning project. Make certain that you have a direct measure of each Unit Goal in the pre-assessment, the post-assessment, and the mid-unit formative assessment.]

6. Lesson Plans:

This section consists of individual daily lesson plans for the duration of the unit. Each lesson plan should include daily objectives (aligned to Common Core and/or state standards), student activities designed to achieve the objectives, and assessments used to determine mastery of the objectives. Be sure to purposefully design lessons that stimulate higher order thinking skills with activities that require critical or creative thinking and/or problem solving skills throughout the unit. Care should be made to insure a variety of instructional strategies (teacher directed, collaborative, demonstration, inquiry, etc.) and assessment types (performance-based, quizzes, homework assignments, group projects, etc.) are used in the duration of the unit.

[NOTE: Supervisors vary in their expectations for daily lesson plans. Some expect the [UCA full lesson plan template](#) to be used in each lesson, while others prefer the shortened [Daily Lesson Plan template](#). Check with your supervisor to determine what his/her expectations are regarding your daily lesson plans.]

RUBRIC—Unit Plan

(Must score a “2” or better on each criterion. Any “1” received must be revised and resubmitted.)

Criteria	1—Unsatisfactory	2—Basic	3--Proficient
Instructional Context and Materials <i>InTASC Standard 1.b; 1.e</i>	Candidate did not provide required class profile(s); or instructional materials and/or resources required for the unit are not listed.	A class profile was provided for each class included in the unit. Instructional materials and/or resources required for the unit are included.	Candidate included complete instructional context for the unit, including well-developed class profiles for each class included in the unit. Instructional materials and/or resources required for the unit and professional resources available to create and implement the unit are described and clearly appropriate for learning goals and students.
Introduction and Rationale <i>InTASC Standard 4.a; 4.h; 5.j; 5.k</i>	Introduction does not clearly explain the relationship between the unit and past/future class content; or Rationale does not explain the purpose of the unit in terms of future learning or real world tasks.	Introduction describes how the unit connects to previous and future class content. Rationale explains the importance of the unit to prepare students for future learning or for real world tasks.	Introduction provides a clear description of how the unit connects to previous and future content and explains accurately how the content of the unit fits within the structure of the discipline. Rationale thoroughly describes (a) how the unit prepares students for real-world performance tasks, (b) how the content enhances learning in other disciplines, and (c) how the unit supports the national standards of the discipline.
Unit Goals <i>InTASC Standard 7.d</i>	Unit goals are not consistently correlated with Common Core and/or state standards.	Unit goals are aligned to Common Core and/or state standards.	Unit goals are clearly articulated in terms of measureable student outcomes and are aligned to Common Core and/or state standards.
Pre/Post/Mid-Unit Assessments <i>InTASC Standard 6.a; 6.h</i>	Candidate does not provide pre/post/mid-unit assessments aligned to Unit Goals; or does not provide scoring guides for the assessments.	Candidate provides appropriate pre/post/mid-unit assessments aligned to Unit Goals. Scoring guides for each assessment are included.	Pre/Post/Mid-Unit assessments and their scoring guides are included. All assessments are clearly aligned to the Unit Goals. Candidate provides an explanation for why the assessments were selected.
Lesson Plans <i>InTASC Standard 2.a; 2.b; 6.a; 6.e; 7.a; 7.b; 8.a; 8.d</i>	Lesson plans do not follow required format and/or required elements are missing or unclearly stated; Planned activities allow little room for critical or creative thinking; or insufficient variety present in instructional strategies and/or assessments.	Lesson plans generally include appropriate and aligned objectives, activities, and assessments. Lesson plans are more often than not intended to engage students in critical or creative thinking. Lessons include a variety of instructional strategies and assessment formats.	Lesson plans contain aligned objectives, activities, and assessments designed to develop student learning of Common Core and/or state standards. Most of the planned activities are intended to engage students in critical or creative thinking and problem solving. Diverse student needs are clearly accommodated in lessons. Lessons provide frequent opportunities for students’ active engagement and include a variety of instructional strategies and assessment formats.